



Tracking : the impact on students, and why schools find it so difficult to stop

Segregating pupils by 'ability', or 'tracking', is commonplace in education systems across the globe. Yet there is little evidence to support these practices; indeed they have been shown to have negative impacts on the educational attainment of pupils in low attainment groups, wherein pupils from low socio-economic groups are also over-represented. This raises important issues for social justice.

Professor Francis will introduce a large-scale research project on tracking, which sought to improve practice and equity. She will discuss the findings, including a focus on why schools found it difficult to engage with the necessary changes to practice, and will conclude by considering implications for supporting further equitable improvements in pupils grouping arrangements.



PROFESSOR

BECKY FRANCIS

Director, Institute of Education
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19 November 2018
Monday

4:30 - 6:00 pm

Room B5, LG Floor
Ho Tim Building CUHK



Online registration

<https://www3.fed.cuhk.edu.hk/faculty/Applications/publiclecture2/>

Enquiry

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BIOGRAPHY

Professor Becky Francis is Director of the UCL Institute of Education (IOE). She joined the IOE from King's College London, where she was Professor of Education and Social Justice. Her previous roles include Director of Education at the RSA.

Becky has combined academic research and policy work in education throughout her career. She regularly serves as a consultant to the UK government and international agencies, and previously served as advisor to the UK Parliamentary committee responsible for scrutinising government policy on education. She is a frequent media commentator on education issues.

Becky's academic expertise centres on social identities and inequalities in educational contexts. Her policy research focuses on school quality and social class. She has spearheaded longstanding research programmes on the impact of major reforms in the English schools system – in particular, the policy of academisation. She is currently directing the Education Endowment Foundation-funded project 'Best Practice in Grouping Students'.

Becky served as a panel member for the 2014 national Research Excellence Framework exercise. She has also acted as a judge for various national practitioner awards, including the TES Teacher of the Year awards. She is a trustee of Impetus-PEF, which supports charities working with disadvantaged young people.